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ABSTRACT

The paper discusses rationales for simulation gaming and describes "Spiegeldorf," a socio-historical game which simulates socioeconomic conditions in early 1930 Germany and Nazi party tactics used to gain mass support. Objectives are to identify characteristic Nazi tactics and points of political ideology, describe German social classes and their fears and frustrations, analyze ways Nazism appealed to many Germans, and increase student interest in the subject and enjoyment in playing the game. Each student plays the role of a Nazi party organizer, whose goal is to convert as many people as possible. Play proceeds through choosing one of five tactics and receiving outcome cards and conversion points. With the appointment of Hitler as Chancellor of Germany, each student adds up the number of converts and ascertains the final outcome. Time allotment is 90 minutes. Materials include a game board, information sheets, conversion checklists, outcome, event, and influence cards, and a debriefing guide. Discussion analyzes the cause-and-effect relationships affecting the payoff through exploration of student feelings, explanation of strategies, and examination of concepts and principles. Evaluation criteria were historical accuracy, positive student attitudes, and an increase in student knowledge. Use of subject authorities ensured accuracy, while attitudes and knowledge were measured through observation, a questionnaire, and a posttest. Sample game materials and questionnaire results are appended. (CK)

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"SPIEGELDORF": NAZI APPEALS IN WEIMAR GERMANY

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A Paper Presented at
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"SPIEGELDORF": NAZI APPEALS IN WEIMAR GERMANY

The rapid growth and mass appeal of German National Socialism (Nazism) in the early 1930's was an unique historical phenomenon. Historians, who have studied this phenomenon, can point to a series of historical factors which contributed to the Nazi assumption of power in Germany. These factors include the weakness of the liberal-democratic tradition and the strength of the militarist tradition, the authoritarian and hierarchical nature of the German class system as well as the immediate factors leading to the Nazi seizure of power such as Germany's defeat in World War I, the political and social instability of the Weimar Republic, and the profound economic disruptions of the Weimar period. The nature of the Nazi movement, itself, must also be considered as a contributing factor to the Nazi Party's mass appeal and its final victory in 1933. And of course, the charismatic leadership of Adolf Hitler is far from being a non-essential element in comprehending the appeal of German fascism.

Delineating these historical factors and their cause-and-effect on the Nazi seizure of power in 1933 is difficult enough, but teaching these complex factors to an undergraduate history class is often much more difficult. The complex historical inter-relationships between the German social structure; the strong authoritarian tradition with German society; the political, social, and economic chaos of the Weimar period; and the nature of the Nazi movement can be quite confusing for students unfamiliar with German history. An instructor could give several concise and thorough lectures on this historical phenomenon and/or could assign the class a variety of historical texts and monographs exploring the different aspects of the Nazi rise to power. These historical works can range from Ralf Dahrendorf's insightful but difficult

socio-historical work, Society and Democracy in Germany, to John Toland's well-written and popular biography of Adolf Hitler to William S. Allen's study of one German town's conversion to Nazism in the early 1930's, entitled The Nazi Seizure of Power.[1] All of these books can contribute to a student's understanding of the mass appeal of Nazism, but only if the student is motivated to read these works. But, is there another instructional technique which will help create this motivation as well as shed additional light on the complex question of the massappeal of Nazism for the student? I believe there is. And this instructional technique is simulation/gaming.

At this time, a definition of simulation/gaming is necessary. Often, instructional simulation/games are confused with similar instructional techniques such as role playing, simulations, and instructional games.[2] Simulation/gaming is an instructional technique involving the simulation of a past, present, or future social process and/or "real life" experience in a win or lose context. The participants in a simulation/game take on social roles which actively involve them in interactions with environments and people that correspond to past, present, or possible future realities; while at the same time, they are competing against their fellow participants or a standard of achievement. Thus, simulation and role playing take place within a well-defined framework of rules and expected outcomes.

Most simulation/games are based on complex social models of actual or hypothetical social realities. The designer of a simulation/game will select relevant elements of a social reality and construct an operating model which the simulation/game will be based upon. The operating model is essential to developing a valid simulation/game that corresponds closely to the simulated reality.[3]

Although decisive and hard statistical evidence is not yet available to demonstrate conclusively that simulation/gaming is a superior teaching tool, there is enough evidence available to generalize about the overall effectiveness of instructional simulation/games.[4] And from this available evidence emerge two major rationales for the use of simulation/gaming as a viable instructional tool for the social sciences.[5]

First of all, simulation/gaming can be an exciting learning experience which can spark interest and motivation in the students. The gaming element, which adds excitement and competition, usually increases the involvement of the students in the whole simulated social process of reality. As the students play the simulation/game, they not only gain insights and knowledge about the social reality being simulated, but also gain an interest in and intellectual curiosity about this social reality. This generated intellectual curiosity is important in order for more substantial learning to take place after the game is over and during the essential debriefing discussion where specific cause-and-effect relationships are carefully analyzed. Students, after being active participants in the game, have a stake in the whole social process. They want to know <u>how</u> and <u>why</u> things happened to them during the playing of the simulation/game. Their curiosity has been awakened and they are ready to learn.

Simulation/gaming can be an excellent introduction or substitute for "real life" experiences involving complex social interactions. Due to circumstances beyond their control, instructors are not always able to provide "real life" experiences in the field. In some academic disciplines like history, it is impossible to provide the student with such "real life" experiences because the situations and conditions under study often no longer

exist in the real world. Well-designed simulation/games, being only several steps removed from reality, can give relevant and holistic learning experiences to the student/player.

Simulation/gaming has proven to be a useful teaching tool for many history instructors. The usefulness of such historical simulation/games has been documented in such journals as the History Teacher.[6] There are also books dealing with the utilization of simulation/games in the social science and history courses such as Games and Simulations in History by David Birt and Jan Nicol.[7] Directories of instructional simulation/games which include listings of historical simulation/games on the market are also available to help the history instructor to find appropriate simulation/games.[8]

In the past, the most popular areas of history for the utilization of simulation/games have been military and diplomatic history. Such military and diplomatic games as WORLD WAR II, DIPLOMACY, and INTER-NATION SIMULATION are fairly well-known and can be used effectively for history courses if adapted to meet the needs and goals of the individual course. However, in recent years there seems to be a trend toward simulating areas of social history which have ranged from the growth of a medieval European town (DEVELOPMENT OF A MEDIEVAL TOWN) to the social and political structure of 19th century Russia (CZAR POWER). Simulation/gaming can be an extremely valuable teaching technique for social historians.

SPIEGELDORF is a socio-historical simulation/game. SPIEGELDORF simulates the conditions in Germany in the early 1930's and the tactics used by the Nazi Party to gain mass support. The German social structure of the Weimar period is a major part of the socio-historical model upon which the

simulation is based. The student who plays SPIEGELDORF must not only deal with the Nazi political tactics and ideology in its historical context, but also with the interrelated complexities of the German social system.

SPIEGELDORF originated at Indiana University in Bloomington in the Spring of 1976. At first, SPIEGELDORF was developed as an instructional design project to fulfill a requirement in a graduate education course. But soon, it grew to be much more than just a course assignment. A team of three other instructional designers (Franklyn Ferry, Richard Gardner, and Donald Noble) and I cooperated with Dr. David Pace and his graduate assistants to develop a simulation/game that could be used effectively in their modern European history course. For a variety of reasons, including time constraints and the difficulty of teaching the appeal of Nazism by traditional teaching methods, we decided to develop a simulation/game around that topic.

Our first step in designing the simulation/game was to develop the instructional objectives which we wanted the student/players to achieve by the end of the game. After playing SPIEGELDORF and participating in a debriefing discussion, the student/player should be able to

1. Identify certain tactics and points of political ideology characteristic of the Nazi Party during its rise to power in the early 1930's,

2. Describe the classes which comprised German society in the early 1930's and certain fears and frustrations characteristic of each of them,

3. Analyze a variety of ways in which Nazism succeeded in appealing to many Germans, and

4. Demonstrate increased interest in the subject and enjoy playing the game.

Using a socio-historical model derived partly from William S. Allen's study of the Nazi take-over of a small city in northern Germany and Ralf

Dahrendorf's analysis of German society during the Weimar Republic, we systematically designed a simulation which would allow the student/players to achieve those stated objectives.[9]

The end product was SPIEGELDORF, a simulation/game wherein each student/player takes the role of a Nazi Party organizer. The student/player's goal is to convert to the Nazi cause as many people as possible from the fictional town of Spiegeldorf. In so doing, he confronts the conditions and manipulates the tactics which brought the Nazis to power in the early 1930's.

SPIEGELDORF is essentially an instructional simulation/game kit which includes the following materials [Appendix A] :

- Slide Set (filmstrip) and Audiotape
- Game boards
- Information Sheets, Conversion Checklists, and Log Sheets
- Outcome, Event, and Conversion Influence Cards
- Instructional Booklet, Monitor's Menu

The slide/tape program is an audio-visual introduction to the simulation/game. The following is a shortened version of this audio-visual introduction:

[Slide/Cassette Program]

The Information Sheets [Appendix A, pp. 17 - 20.] which correspond closely with the slide/tape program allow the student/players to refer back to the essential information about the townspeople of Spiegeldorf. The Information Sheets include a brief description of the town and a description of twenty-five important and/or representative people of the four major classes of Weimar Germany. Throughout the game, the student/player must work closely as a Nazi organizer with many of these twenty-five fictional individuals in order seduce them into the Nazi camp.

The Game Board [Appendix A, p. 21] contains a good deal of information essential to the playing of the simulation/game. Included on the Game Board are the general directions on the play of the game, the list of tactics which the student/player must use to convert the townspeople, and a chronological calendar which allows the student/player to account for the months he uses on each tactic as well as giving the student/player advance notice of important events such as elections during the years 1930 through 1933.

The student/player begins by choosing a tactic from the list on the Game Board and moving his marker along the calendar to the appropriate month. The list of political tactics correspond to the viable and historically correct strategies used by the Nazi Party to gain mass support. These tactics include concentrating all one's powers of persuasion on one townsperson; presenting one point of Nazi ideology in the Party's newspaper; staging a mass rally; initiating a wave of street fighting and personal harassment; and,finally, bringing Adolf Hitler to address a rally and confer with powerful citizens (which can only be used once during the game). Each tactic, supposedly, would take a specific time period to plan and execute. This time period can range from one month for trying to persuade one townsperson to three months when Hitler comes to town.

After choosing a tactic, a student/player receives a corresponding Outcome Card from the game monitor (who is often the instructor). An Outcome Card [Appendix A, p. 22] contains the number of conversion points for one or many of the townspeople that results from a particular tactic as well as verbal information explaining why the student/player's action was a good or a bad move. Outcome Cards are often revealing of the nature

of German society and the historical conditions of the period. For each tactic, there are from two to three different Outcome Cards which the game monitor randomly selects from his complete file of Outcome Cards.

After receiving an Outcome Card and reading it, the student/player marks down on his Conversion Checklist [Appendix A, p. 23] the number of conversion points he earned as the result of his choice of tactics. The player may receive both positive and negative conversion points. An individual townsperson is considered converted to the Nazi cause only when he/she has six positive conversion points after subtracting the negative conversion points. It is possible to lose a convert by using a tactic which antagonizes him/her producing enough negative conversion points to un-convert that individual. Many of the townspeople who are converted have influence with other individual townspeople and may contribute to their conversion. When an individual is converted, the player tells this fact to the monitor who, in turn, reveals to the student/player if and with whom the converted individual has influence. The Influence Card [Appendix A, p. 24] tells the student/player who receives the extra conversion points.

Once the conversion points have been marked on the Conversion Checklist, the student/player notes on the Log Sheet which tactic he chose and what the general outcome of that tactic was. These abbreviated notes on the Log Sheet [Appendix A, pp. 29 - 30.] help the student/player to remember what tactics were major payoffs and what tactics were failures, thus helping the student/player to decide which were the most advantageous. The Log Sheet also helps the student/player during the debriefing discussion by providing concrete information to serve as the basis for evaluation and participation in the debriefing discussions.

When these steps have been completed, the student/player is ready to start the process again by picking another tactic and moving his marker the appropriate number of months. When moving this marker along the calendar, the student/player will encounter numbered designators which tell the student/player to ask the monitor for a specific Event Card [Appendix A, p. 27]. Event Cards inform the student/player of up-coming elections and special events such as the outlawing of the S.A. in 1932. Knowledge of up-coming elections will help the student/player choose the best tactic. Such tactics as holding a mass rally during an election month will often produce more conversion points than if that tactic was used during a non-election month.

The student/player, as the Nazi organizer, continues to plan and execute political tactics and thus gains converts until January 1933. The game ends unexpectedly for the student/players in January 1933 with the appointment of Adolf Hitler as Chancellor of Germany and the creation of a whole new set of conditions which the Nazi Party could manipulate to gain further power. With Hitler and the Nazi Party in power, it would become a new game with a new set of rules.

Since each student/player plays at his own pace and is not dependent upon other student/players' actions, all student players will not finish at the same time; although the time lag between the first and last finished is not that great, usually it averages about 15 minutes. At the end of the simulation/game, the student/player adds up the number of converts and reports this number to the monitor or his assistant who, in turn, reveals to the student/player what this number of converts means to him as a Nazi organizer. The student/player reads the Party Reorganization Sheet [Appendix A, p. 28] which tells him the rewards of his work in the town of

Spiegeldorf.

When all the student/players have finished playing the game (which usually lasts about 90 minutes if played at one sitting), the most important part of the simulation/game process takes place -- the debriefing discussion. Dr. Michael Molenda of Indiana University, an educator who has worked in the field of simulation/game design, described the importance of a debriefing discussion:

> Research into how people learn from simulations and games indicates that some players learn many of the game's intended objectives just through the play of the game, while others (usually a majority) gain a good grasp of the learning objectives principally through the post-game discussion. During the hurly-burly of intense involvement in a game or simulation, there is usually little opportunity to step back and reflect on the relationships which are operating in the game. The player may be developing some feel for what strategies lead to what payoffs, but he probably is not analyzing the specific cause-and-effect relationships which cause the payoffs. For these reasons, experts in the educational use of simulation/games are unanimous in recommending that when simulations or games are used in the classroom -- for instructional purposes -- they be followed by a carefully planned discussion session.[10]

We, the designers of SPIEGELDORF, developed a debriefing outline to be used in conjunction with the simulation/game. Our debriefing outline [Appendix A, pp. 29 - 30.] includes three major steps. The first step is exploring the feelings of the student/players about the game. This step helps release the pent-up emotions and frustrations which resulted from playing the game and allows for greater flow of concrete information once these frustrations have been expressed. The second step is stating the game scores (number of converts) and explaining the strategies used. This is a device to get the student/players to start talking about how they played the game and why they got the scores they did. It also allows the high scorers to receive the recognition of their success. The third

and most important step is examining the major concepts and principles that were designed into the game. During this step, the instructor should guide the discussion in such a way so that the student/players will gain a general understanding of how the Nazi Party capitalized on the nature of German society and historical conditions of the early 1930's to gain political power.

SPIEGELDORF has been thoroughly field-tested and evaluated as an instructional product. We, the designers of SPIEGELDORF, made a conscious effort to find out how effective our simulation/game was as a teaching tool. Basically, we had three criteria by which we evaluated SPIEGELDORF. The first criterion was that the simulation/game corresponded closely to the historical reality of Germany in the early 1930's. We did not want a historically misleading simulation/game. The second criterion was that the playing of SPIEGELDORF would be a positive and motivating learning experience for the student/players and thus encourage student interest in the content area and course in general. The third criterion was that observable student learning would take place as the result of playing SPIEGELDORF and participating in the debriefing discussion.

When designing SPIEGELDORF, we were very careful to construct a socio-historical model which truly reflected the reality of Germany in the early 1930's. Thorough research was done in this area. Several historians of modern Germany served as content experts and generally confirmed our accuracy in designing a historically valid instructional simulation/game. Although there were minor criticisms about certain emphases in the game, no major historical flaws were found. Thus, our first criterion was met.

The second criterion dealing with student attitudes has been continually evaluated since the first utilization of SPIEGELDORF at Indiana

University in the Spring of 1976. The first indication of how SPIEGELDORF affected student attitudes toward the learning experience and the historical content was seen in the actual playing of the game. We observed enthusiasm and excitement in the students as they played SPIEGELDORF. At the end of the simulation/game, students were asked to fill out a questionnaire about their attitudes toward SPIEGELDORF as an educational excercise [Appendix A, p. 31]. The results [Appendix B] were quite favorable. The vast majority of the students at Indiana University found the simulation/game a stimulating and enjoyable learning experience as well as being a valuable and challenging classroom excercise. A smaller majority of students felt that SPIEGELDORF was a fairly realistic simulation. The results from the questionnaires were replicated in other utilizations at Purdue University and Loyola University of Chicago. The results from our questionnaires generally confirmed our expectations about SPIEGELDORF being a motivating and stimulating instructional excercise.

The third criterion of this evaluation is the most important as well as the most difficult to deduce. As with any instructional technique, instructors desire to observe positive results in their students. Students must demonstrate a net gain of knowledge after the instruction. We evaluated this aspect of the simulation/gaming process by two methods. First, the questionnaire included some factual questions about the historical content of the game. Second, a post-test was also administered to the student/players at the end of the debriefing. The multiple-choice test probed many of the more important historical concepts incorporated into the game. From these evaluation tools, we observed moderate to large increases in the knowledge level of the student/players pertaining to the mass appeal of Nazism in Germany. The results, however, did vary from one utilization to another, largely due to the thoroughness or lack of thoroughness of the debriefing discussion.

I cannot over-emphasize the importance of a systematic and thorough debriefing in order to insure student learning.

I am proud to hold up SPIEGELDORF as a model historical simulation/game which can help other history instructors design their own effective simulation/games. SPIEGELDORF has the characteristics of a good simulation/game. It is historically accurate, based upon a valid socio-historical model. It is also a valid instructional product, systematically designed and continually field-tested and evaluated for instructional effectiveness. SPIEGELDORF, being a self-contained instructional kit, produces a quasi-independent and self-propelling learning experience for the student/players. By actively involving all students, SPIEGELDORF generates motivation and enthusiasm for the historical content as well as further generating intellectual curiosity about the phenomenon of Nazism and its mass appeal in Germany. SPIEGELDORF, as an instructional simulation/game, adds variety and even excitement to a history classroom which too often can be staid and even dull. SPIEGELDORF can provide the history instructor with an effective and exciting teaching alternative when teaching the socio-historical complexities of the mass appeal of Nazism in Weimar Germany.

NOTES

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2 Ron Stadskev, "Simulation/Gaming. An Autotelic Inquiry Technique," in The Handbook of Simulation Gaming in Social Education, Part I: Textbook, ed. Ron Stadskev (University of Alabama: Institute of Higher Education Research and Services, 1974), pp. 4-10.

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9 Ralf Dahrendorf, Society and Democracy in Germany (New York: Doubleday and Co., 1967); and William S. Allen, The Nazi Seizure of Power: The Experience of a Single German Town (Chicago: Quadrangle Book, Inc., 1965).

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APPENDIX A: GAME MATERIALS

INFORMATION SHEET FOR Spiegeldorf

The Town

It is 1930. Spiegeldorf is a town of about 20,000 people located in the state of Prussia. It is the seat of the district, or "county", government. Spiegeldorf is a major agricultural market. The Scheerhof Ball Bearing Works and a railway yard make it an industrial center as well. A small university and a Reichswehr (army) garrison are also located there. Spiegeldorf may be considered in many ways representative of most medium-size towns in northern Germany during the years of the Weimar Republic.

The Townspeople

As a Nazi Party organizer, you will work to convert twenty-five townspeople. These citizens have been selected to represent the entire population of Spiegeldorf. Some are particularly influential individuals. Others are important because they typify members of the town's larger social classes. To you, they are all citizens-to-be of The Third Reich. How many can you convert to hasten the coming of Germany's "New Order"?

The Upper Class (constitutes 1% of the population)

A Junker: Otto von Dahrendorf, age 68, owns one of the district's largest estates. He is a retired army officer who commanded the local regiment in the Great War, a Lutheran, and one of the old guard of the National Party (the DVNP, a highly conservative party). He believes that democratic values and republican government are sapping Germany's strength. Kurt Scheerhof (the industrialist) is a frequent guest at his estate.

An Industrialist: Kurt Scheerhof, age 54, owns the Ball Bearing Works which he inherited from his father and during the war turned into Spiegeldorf's largest industry. He is a Lutheran and a heavy contributor to the National Party. He curses the state of the German economy, attributing it to a conspiracy of socialists and Jews. He is a close friend to Otto von Dahrendorf and his sister is married to Colonel Franz Voegler (the military officer).

A Military Officer: Oberst (Colonel) Franz Voegler, age 48, commands the Reichswehr garrison in Spiegeldorf. He does not associate with any one political party, but considers himself an astute student of politics and history. An excellent soldier who rose swiftly in rank during the Great War, he is bitter about the demilitarization of Germany decreed by the Treaty of Versailles. His wife is the sister of Kurt Scheerhof.

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The Upper Middle Class (constitutes 18% of the population)

A General Manager: Dieter Horst, age 49, is general manager of the Scheerhof Ball Bearing Works where he has worked since his youth. He is a member of the Stahlhelm, the paramilitary arm of the National Party. He feels a strong personal loyalty to Kurt Scheerhof (the industrialist) and shares his concern over the worsening economic situation. He and Wilhelm Schroeder (the newspaper publisher) have been friends for years and lunch together regularly.

A Newspaper Publisher: Wilhelm Schroeder, age 51, is publisher-editor of Spiegeldorf's largest and most influential newspaper, the Deutsche Heute. He is a moderate conservative who associates with no one political party. A well-respected member of the community who is responsive to his readers, he prides himself on his abilities as a good newspaper man. He is a close friend to Dieter Horst.

A Banker: Rudolph Boehm, age 56, is president of one of Spiegeldorf's leading banks. He is an officer of the local Catholic Center Party (a moderate party) and a member of the Town Council. A veteran of the Great War, he is regarded by many as the kindest and most generous man they know; but economic troubles have forced him to be harder in his dealings with his bank's patrons than he would like. He and Hermann Levin (the doctor) served in the same outfit during the war and have remained close friends. His son is Hans Boehm (the university student).

A Doctor: Hermann Levin, age 50, is a physician with a prosperous practice. He is Jewish, of his family's third generation in Germany, a veteran of the Great War, and a moderate conservative in his politics. He is a close friend to Rudolph Boehm.

A University Student: Hans Boehm, age 21, is a student at the University of Spiegeldorf. He is popular and influential among his fellow students, an ardent nationalist, and an activist who belongs to a number of nationalistic and militaristic organizations. He is the son of Rudolph Boehm (the banker) and he is rebellious against his father's "bourgeois" values and lifestyle.

The Lower Middle Class (constitutes 35% of the population)

A Butcher: Hugo Richter, age 38, owns a small butcher shop which has been in his family for several generations. He is the local leader of the Social Democratic Party (the SPD, a socialist party) and a member of the Town Council. He is a veteran of the Great War and a strong supporter of the Republic. Intelligent and determined, he is well-respected by a majority of the workers in Spiegeldorf and is a member of almost all socialist clubs.

A Barber: Erich Lasker, age 34, owns a barber shop. He is a veteran of the Great War, and an extreme reactionary, nationalist and anti-semite. He belongs to a lower middle class shooting club. He feels a strong personal antipathy toward Rudolph Boehm who has a number of Jewish friends and whose bank holds a mortgage on his shop. Dieter Horst (the general manager) is a regular customer.

A Cabinet Maker: Max Eberhardt, age 33, owns his own small business. He is a Catholic who customarily votes for the Center Party's candidates. He is a member of Spiegeldorf's carpenters guild but has few friends. He is distressed about his declining business.

A Secretary: Anna Fehrenbach, age 29, is Dieter Horst's (the general manager's) secretary at the Scheerhof Ball Bearing Works. A Lutheran and very conservative in her politics, she is a member of a lower middle class patriotic league. She fears losing her social status and sinking into the working class. Her husband is Karl Fehrenbach (the civil servant).

A Civil Servant: Karl Fehrenbach, age 35, is a clerk in Spiegeldorf's district unemployment office. He is a graduate of the University of Spiegeldorf and a Lutheran. He aligns himself with a local civil servants' party but is reluctant to take a public stand politically -- to do so, he thinks, would jeopardize his job. His wife has impressed on him her fear of the working class.

A Farmer: Georg Bauergut, age 43, owns a small farm in the district. He belongs to an agrarian society and is very conservative in his social and political outlook. He was severely wounded in the war. Apprehensive about losing his farm, he blames his troubles on an unfair capitalist system. Fritz Bauergut (the high school student) is his son.

A High School Student: Fritz Bauergut, age 16, is a student in Spiegeldorf's Gymnasium (high school for boys). Deeply concerned about his father's financial plight, he is a joiner who is attracted to nationalistic and militaristic organizations. Eva Moeller (the teacher) is one of his instructors.

A Teacher: Eva Moeller, age 51, is a teacher in Spiegeldorf's Gymnasium. She is a native of the town, a traditionalist, a strict disciplinarian, and well-respected among her students and fellow teachers. She is outspoken, expressing outrage in the classroom at Germany's emasculation by the Treaty of Versailles, a "stab in the back" for which she blames the "November Criminals" -- German socialists and Jews.

The Working Class (constitutes 46% of the population)

A Foreman: Gunther Schmidt, age 55, is a foreman at the Scheerhof Ball Bearing Works. He is an elder in the Lutheran Church and belongs to a working class beer-drinking club. Very traditional in outlook, he is provider for a large

family and has little concern for political issues unless they affect his wallet.

A Union Leader: Walther Eichelberger, age 45, is a shift supervisor at the railway storage yard and secretary of the local railway workers' union. He is leader of the local Reichsbanner, the paramilitary arm of the Social Democratic Party. He is openly hostile to right-wing political organizations and to Spiegeldorf's growing Communist Party, both of which he sees enemies of German socialism and the union movement.

A Worker (1): Emil Mueller, age 29, is a railway worker. He is an organizer for the Communist Party, advocating the violent overthrow of Germany's capitalist system and denouncing the Social Democrats as false Marxists.

A Worker (2): Felix Kliest, age 23, works at the Ball Bearing Works. He is a member of the Reichsbanner and a workers' choral club. He donates his free time to the SPD's newspaper.

A Worker (3): Ernst Schiller, age 47, works at the Ball Bearing Works. He is a Social Democrat and a highly decorated veteran of the Great War. He has a large family and fears joining the growing number of Spiegeldorf's unemployed.

A Worker (4): Heinrich Gundolph, age 26, is a railway worker. He belongs to the Reichsbanner and a number of workers' sports clubs.

A Worker (5): Oskar Eisner age 44, works at the railway yard. He is a Social Democrat, a veteran of the Great War, and a Catholic.

A Worker (6): Gustav Harden, age 34, works at the Ball Bearing Works. He is a veteran of the Great War and a member of two working class veterans' organizations. He has never voted in a Weimar election because he suspects the political process is controlled by a Jewish conspiracy.

A Worker (7): Friedrich Reinhardt, age 37, is a railway worker. A devout Lutheran, he is uninvolved politically and a loner socially.

And the Nazi Party Organizer:

Willi Hoffman, age 36, joined the Nazi Party (NSDAP) a year ago after attending a number of Party meetings in Munich, at one of which Adolf Hitler spoke. He is the son of a carpenter and a veteran. After the war he attended university without finishing and drifted from job to job until finding a "profession" in political activism. He has come to Spiegeldorf and opened a bookstore, a business which allows him to devote his energies to the future -- the Nazi Party's and his own.

GAME BOARD

Spiegeldorf

Directions

AS A NAZI PARTY ORGANIZER (1) CHOOSE A TACTIC AND MOVE YOUR MARKER ALONG THE CALENDAR THE CORRESPONDING NUMBER OF MONTHS; (2) REPORT TO THE MONITOR THE TACTIC CHOSEN AND RECEIVE AN OUTCOME CARD; (3) RECORD TACTIC AND OUTCOMES ON YOUR LOG SHEET AND CONVERSION CHECKLIST. THE GAME ENDS WHEN YOU HAVE PLAYED THROUGH THE CALENDAR.

Tactics

CONCENTRATE ALL YOU POLITICAL SAVVY AND PERSONAL MAGNETISM ON A SINGLE PERSON. — 1 MONTH

PRESENT ONE POINT OF YOUR IDEOLOGY (FROM THE LIST BELOW) IN THE NAZI PARTY'S NEWSPAPER. (SPECIFY WHICH). — 1 MONTH

- THE WEAKNESS OF A DEMOCRATIC STATE
- THE THREAT OF MARXISM
- THE FAILURE OF CAPITALISM
- PRESERVATION OF GERMANY'S TRADITIONAL VALUES
- GERMANY'S HUMILIATION BY THE TREATY OF VERSAILLES
- THE JEWISH CONSPIRACY
- THE STRENGTH OF THE GERMAN VOLK
- THE DISASTEROUS RECESSION AND UNEMPLOYMENT

STAGE A MASS RALLY PRESENTING ONE POINT OF YOUR IDEOLOGY (FROM THE LIST ABOVE) AND FEATURING AS SPEAKER ONE OF THE FOLLOWING: A LOCAL NAZI PARTY LEADER; A NATIONALLY PROMINENT NAZI FIGURE; A HERO OF THE GREAT WAR (SPECIFY WHICH). — 2 MONTHS

INITIATE A WAVE OF STREET FIGHTING AND PERSONAL HARASSMENT BY THE S.A. (SturM ABTEILUNG, THE NAZI PARAMILITARY ORGANIZATION) TO DEMONSTRATE YOUR STRENGTH AND INTIMIDATE THE OPPOSITION. YOUR CAMPAIGN IS DIRECTED AGAINST MEMBERS OF ONE OF THE FOUR SOCIAL CLASSES (SPECIFY WHICH). — 2 MONTHS

BRING DER FVEHRER, ADOLPH HITLER, TO TOWN TO ADDRESS A RALLY AND CONFER WITH POWERFUL CITIZENS (THIS HAY BE DONE ONLY ONCE DURING THE GAME.) — 3 MONTHS

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1930							1 ASK MONITOR FOR EVENT CARD					2 ASK MONITOR FOR EVENT CARD
1931												3 ASK MONITOR FOR EVENT CARD
1932		4 ASK MONITOR FOR EVENT CARD	5 ASK MONITOR FOR EVENT CARD		6 ASK MONITOR FOR EVENT CARD	7 ASK MONITOR FOR EVENT CARD			8 ASK MONITOR FOR EVENT CARD			9 ASK MONITOR FOR EVENT CARD
1933	10 ASK MONITOR FOR EVENT CARD			11 ASK MONITOR FOR EVENT CARD				12 ASK MONITOR FOR EVENT CARD				

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SAMPLE OUTCOME CARDS

newspaper - recession

A front-page article tops one in the SPD's newspaper, summoning hyperbolic rhetoric to promise speedy economic recovery and full employment under Nazism.

Cabinet Maker +2 (or +3*)
Barber +1
Foreman +1
Worker 3 +1
Worker 6 +1

* in election month

rally - Versailles - national

The speaker persuasively argues that Germany will again know enonomic and military greatness only when it has repudiated a settlement foisted on it by weaklings and opportunists.

Industrialist +1 (or +2*)
Officer +1 (or +2*)
Manager +1 (or +2*)
Publisher +1
Banker +1

* in election month

HITLER COMES 1932

Adolf Hitler is a very important and charismatic political leader, with widespread support and influence.

SCORE:

Junker +2(or+3*)
Industrlst +2(or+3*)
Officer +2(or+3*)
Manager +2(or+3*)
U. Studnt +2(or+3*)
Barber +2(or+3*)
Secretary +2(or+3*)
Civ Srvnt +2(or+3*)

H.S. Stdnt +3
Teacher +2(or+3*)
Publshr +1(or+2*)
Cab Mkr +1(or+2*)
Farmer +1(or+2*)
Foreman +1(or+2*)
Workers 3,6,7:+1(or+2*)
Union Ldr -1(or-2*)
Worker 1: -1(or-2*)
Doctor -2(or-3*)
Butcher -2(or-3*)

* in election month

CONVERSION CHECKLIST

6 POINTS (PLUS POINTS - MINUS POINTS = 6) ARE NECESSARY FOR CONVERSION. WHEN A TOWNSPERSON IS CONVERTED, REPORT TO THE MONITOR FOR A CONVERSION INFLUENCE CARD.

UPPER CLASS

JUNKER + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

INDUSTRIALIST + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

MILITARY OFFICER + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

UPPER MIDDLE CLASS

GENERAL MANAGER + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

NEWSPAPER PUBLISHER + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

BANKER + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

DOCTOR + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

UNIVERSITY STUDENT + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

LOWER MIDDLE CLASS

BUTCHER + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

BARBER + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

CABINET MAKER + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

SECRETARY + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

CIVIL SERVANT + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

FARMER + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

HIGH SCHOOL STUDENT + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

TEACHER + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

WORKING CLASS

FOREMAN + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

UNION LEADER + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

WORKER 1 + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

WORKER 2 + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

WORKER 3 + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

WORKER 4 + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

WORKER 5 + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

WORKER 6 + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐ = ___

WORKER 7 + ☐☐☐☐☐☐☐☐ - ☐☐☐☐☐☐☐☐

SAMPLE INFLUENCE CARDS

CONVERSION INFLUENCE THE GENERAL MANAGER

The General Manager has been very close to the Publisher Wilhelm Schroeder for years. Converting the Manager gains influence with the Publisher.
SCORE:
Publisher +2

CONVERSION INFLUENCE THE SECRETARY

Anna Fehrenbach has much influence with her husband the Civil Servant in political matters.
SCORE:
Civil Servant +1

LOG SHEET

	TACTIC	OUTCOMES
JAN 30		
FEB 30		
MAR 30		
APR 30		
MAY 30		
JUN 30		
JUL 30		
AUG 30		
SEP 30		
OCT 30		
NOV 30		
DEC 30		
JAN 31		
FEB 31		
MAR 31		
APR 31		
MAY 31		
JUN 31		
JUL 31		
AUG 31		
SEP 31		
OCT 31		
NOV 31		
DEC 31		

	TACTIC	OUTCOMES
JAN 32		
FEB 32		
MAR 32		
APR 32		
MAY 32		
JUN 32		
JUL 32		
AUG 32		
SEP 32		
OCT 32		
NOV 32		
DEC 32		
JAN 33		
FEB 33		
MAR 33		
APR 33		
MAY 33		
JUN 33		
JUL 33		
AUG 33		
SEP 33		
OCT 33		
NOV 33		
DEC 33		

SAMPLE EVENT CARDS

---

5 - March 1932

In response to increasing political violence throughout Germany, the Weimar government has outlawed the S.A.

---

4 - February 1932

A Presidential election has been called for April. Adolf Hitler will run.

NOTE THIS ON YOUR LOG SHEET.

PARTY REORGANIZATION SHEET

IF YOU HAVE MADE:

10 OR MORE CONVERTS, the Fuehrer himself has personally acknowledged your outstanding effort by appointing you Gauleiter (party chairman and chief official of the civil government) of the Spiegeldorf district. With Nazi Germany's collapse in 1945, you will poison your family and shoot yourself through the right temple.

7-9 CONVERTS, the Party has rewarded your fine work by charging you with the management of the national economic program in Spiegeldorf. At the end of the war, you will be indicted by the Nuremberg tribunal for using slave laborers from occupied countries in the district, found guilty, and sentenced to ten years in prison.

6 OR FEWER CONVERTS, you have failed in your responsibility to the Party and have been removed to a menial post. Here you will serve until 1943 when Erich Lasker, the barber, ever eager to gain favor, will report you to your superiors for "making remarks against the Fuehrer and the German state"---remarks which are complete fabrications. You will be sent to a concentration camp where you will die six months later.

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Working debriefing guide

Michael Molenda has described the importance of debriefing:

> Research into how people learn from simulation and games indicates that some players learn many of the game's intended objectives just through the play of the game, while others (usually a majority) gain a good grasp of the learning objectives principally through the post-game discussion. During the hurly-burly of intense involvement in a game or simulation there is usually little opportunity to step back and reflect on the relationships which are operating in the game. The player may be developing some feel for what strategies lead to what payoffs, but he probably is not analyzing the specific cause-and-effect relationships which cause the payoffs. For these reasons, experts in the educational use of simulation/games are unanimous in recommending that when simulations or games are used in the classroom -- for instructional purposes -- they be followed by a carefully planned discussion session.

The following is a debriefing outline which should be used in conjuction with the simulation-game Spiegeldorf. Once the playing of Spiegeldorf is completed, the instructor should proceed to the debriefing. There are three major steps in this debriefing procedure: I) Exploring the feelings of the players about the game; II) Stating game scores and explaining the strategies used; III) Examining the major concepts and principles that were designed into the game.

I. Exploring the feelings of the players about the game

(This step will help release the pent-up emotions and frustrations which resulted from playing the game and will allow for greater flow of concrete information once the frustrations have been expressed.)

Ask the following questions:

A. How did you feel while playing the game?

B. Did you feel frustrated at any time? If so, when and why?

(You may want to emphasize the fact that frustrations and set-backs were intentionally built into the game. This was done to approximate the actual difficulties of gaining mass support for such a political movement as Nazism.)

II. Stating game scores and explaining strategies used

(This is a device to get the players to start talking about how they played the game and why they got the scores they did. It also allows the high scorers to receive recognition of their success.)

Ask the following questions:

A. How many converts to the Nazi cause did you make?

B. What strategies did you use to gain your converts?

C. Which tactics were most useful to you? Why?

D. Which tactics were least useful to you? Why?

III. Examining the major concepts and principles that were designed into the game

Ask the following questions:

A. What did the game tell you about Nazism?

B. What issues did the Nazis use in their campaign to gain mass political support?

C. Which issues gained you the most conversion points? Why?

D. What did the game tell you about Germany's class structure in the early 1930s?

E. Were members of some classes easier to convert than members of others?

F. In which class was it easiest to win converts? Why?

G. In which class was it most difficult to win converts? Why?

H. Who were the individuals quickly converted to the Nazi cause? What personal characteristics and fears may have made these individuals open to Nazi appeals?

I. Who were the individuals who resisted the Nazi cause? What personal characteristics and fears may have made these individuals resist Nazi appeals?

J. Were some tactics more effective on one class than another? Why?

K. What interrelationships do you see between the rise of Nazism in the early 1930s and the nature of German society?

(With this final question, summarize the discussion by guiding the players to a general understanding of how the Nazi Party played on the nature of German society and historical conditions of the early 1930s to gain political power.)

APPENDIX B: SAMPLE QUESTIONNAIRE RESULTS

SAMPLE QUESTIONNAIRE RESULTS

Spiegeldorf has been thoroughly field-tested and revised during its development as a consequence of this testing. Here are some partial results of three tests. They illustrate the enthusiasm students have shown for the game, and the consistency of the simulation's outcome.

Sample 1: 44 undergraduate upperclassmen in a 20th century European history class **(Feb. 1977, Indiana University)**

As a simulation of history, this exercise was:

VALUABLE	32%	52%	9%	5%	2%	WORTHLESS
STIMULATING	53%	36%	9%	2%	---	DULL
REALISTIC	32%	27%	25%	11%	5%	ARTIFICIAL
ENJOYABLE	59%	34%	5%	2%	---	NOT ENJOYABLE

As a game, this exercise was:

STIMULATING	53%	36%	11%	---	---	DULL
CHALLENGING	53%	28%	12%	7%	---	EASY
ENJOYABLE	62%	26%	10%	2%	---	NOT ENJOYABLE

Mean number of converts: 8.3

Make-up of the Nazi Party based on the group's collective experience:

Upper class	18%
Upper middle class	22%
Lower middle class	59%
Working class	1%

Support for the Party based on the group's experience:

Upper class	49%
Upper middle class	37%
Lower middle class	61%
Working class	1%

Sample 2: 66 freshmen in an introductory modern European history class **(April 1977, Indiana University)**

As a simulation of history, this exercise was:

VALUABLE	20%	48%	22%	8%	2%	WORTHLESS
STIMULATING	27%	45%	22%	6%	---	DULL
REALISTIC	16%	32%	24%	22%	6%	ARTIFICIAL
ENJOYABLE	33%	43%	18%	2%	4%	NOT ENJOYABLE

As a game, this exercise was:

STIMULATING	24%	54%	8%	12%	2%	DULL
CHALLENGING	54%	30%	12%	4%	---	EASY
ENJOYABLE	30%	48%	14%	6%	2%	NOT ENJOYABLE

Mean number of converts: 8.8

Make-up of the Nazi Party based on the group's collective experience:

Upper class	18%
Upper middle class	23%
Lower middle class	59%
Working class	0%

Suuport for the Party based on the group's experience:

Upper class	53%
Upper middle class	41%
Loweer middle class	64%
Working class	0%

Sample 3: 20 undergraduate upperclassmen in a class on the the history of the Third Reich **(April 1978, State University of New York, Buffalo)**

As a simulation of history, this exercise was:

VALUABLE	60%	30%	10%	---	---	WORTHLESS
STIMULATING	50%	35%	15%	---	---	DULL
REALISTIC	30%	40%	30%	---	---	ARTIFICIAL
ENJOYABLE	65%	25%	10%	---	---	NOT ENJOYABLE

As a game, this exercise was:

STIMULATING	45%	25%	30%	---	---	DULL
CHALLENGING	65%	25%	10%	---	---	EASY
ENJOYABLE	60%	30%	10%	---	---	NOT ENJOYABLE

Mean number of converts: 9.1

Make-up of the Nazi Party based on the group's collective experience:

Upper class	18%
Upper middle class	22%
Lower middle class	59%
Working class	1%